

	Year group: Year 1, Autumn 1	Area/topic: Rapunzel by Bethan Woolwin
	(objectives from NC/ELG/Development matters) Spelling NC: Pupils should be taught to: • spell: - Words containing each of the 40+ phonemes already taught - Common exception words • name the letters of the alphabet: - naming the letters of the alphabet in order • add prefixes and suffixes: - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Handwriting NC: Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Composition NC: Pupils should be taught to: • write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives • discuss what they have written with the teacher Vocabulary, grammar and punctuation NC: Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop	

	- using a capital letter for names of people - learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing
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Prior learning	Future learning
ELG: Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Development matters: • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	Composition: • discuss what they have written with the teacher and other pupils • read aloud their writing clearly enough to be heard by the teacher • sequence sentences to form short narratives • write simple texts (a paragraph or more) • writing makes sense and is coherent • produce own ideas for writing Vocabulary, grammar and punctuation: • join clauses using and • use capital letters and full stops in the correct places majority of the time • use a capital letter for names of people • use appropriate vocabulary associated with particular genre • begin to use suffixes where the root of the word stays the same; -ing, -ed, -er, -est • use the suffix -es • begin to use adjectives to describe • use the following terminology when discussing writing: capital letter, full stop, singular, plural, sentence, word, punctuation Spelling: • spell at least 40 common exception words and the tricky words from phase 4 • spell words with the phonemes that have been taught this term - see phonics planning. • correctly spell words with the suffixes -ing and -ed where no change is needed to the root word

	• Use spelling rules for adding the plural -es • write simple sentences dictated by the teacher using words taught so far. Handwriting: • form capital letters correctly • begin to use ascenders and descenders correctly and on the line • form lower-case cursive letters in the correct direction, starting and finishing in the right place • show control over letter size, shape and orientation in writing • understand which letters belong to which handwriting 'families' (letters that are formed in similar ways)
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Composition: • say out loud what they are going to write about • compose a sentence orally before writing it • discuss what they have written with the teacher • write captions, labels and other simple forms of writing • show some control over word order producing logical statements Vocabulary, grammar and punctuation: • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop (may be in the wrong places or only one final full stop) • use the suffix -s Spelling: • spell at least 10 common exception words and the tricky words from phases 2 and 3 • spell words with the phonemes that have been taught this term • Use spelling rules for adding the plural -s • Can spell CVC words usually correctly • name the letters of the alphabet in order • write simple sentences dictated by the teacher using words taught so far	• Pupils will participate in hold a sentence activities to learn the key knowledge and skills needed for writing. • Pupils will have opportunity to write independent pieces to apply their learning to their writing. • Pupils will learn to write for the following purposes: - story retell - character description - wanted posters

Handwriting: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case cursive letters in the correct direction, starting and finishing in the right place • show some control over letter size , shape and orientation in writing • begin to form most capital letters correctly • form digits 0-9 correctly		
Key vocabulary		
Traditional tale, punctuation, capital letter, full stop, finger space, sentence, character, adjective, description, plural, suffix		
Common misconceptions	Books linking to this area	
• Use of graphemes to match phoneme • Children may use capital letters sporadically and in places not needed • Children may view a sentence as being a whole line of writing in their book • Children may place full stops mid-sentence • Writing might not be on the lines of writing book	• Traditional story of Rapunzel • Traditional story of Hansel and Gretel • How the library (NOT the Prince) saved Rapunzel by Wendy Meddour and Rebecca Ashdown • Yummy, my favourite nursery stories, Lucy Cousins • The worst Princess by Anna Kemp • Room on the broom by Julia Donaldson • The Princess and the pea by Lauren Child • Hansel and Gretel by Beth Woolwin • Hansel and Gretel by Anthony Brown	
Memorable first hand experiences	Opportunities for communication	
• Storyteller to visit school • Puppet theatre to visit school or children to visit the theatre • Rapunzel scavenger hunt- can children use the clues to create the whole story? • Acting the story with backdrops and scenery • Turning the classroom into a scene from the story	• Hot seating and interviewing a character • Acting out story to retell • Sharing ideas for wanted poster • Verbally describing characters • Sharing opinions of the book • Using reading comprehension skills to discuss POR text such as inference, prediction, retrieval etc	

Communication and Interaction *Visual aids and word mats with pictures for key words in that lesson. *Hands on experiences to encourage communication and interaction with others. *Pre teaching any new vocabulary. *Pre teaching new terminology such as linked to SPAG *Short, simple instructions *Provide pupils with thinking time *Adults modelling full sentences *Adults modelling writing activities	Cognition and Learning *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another. *Pre teaching new vocabulary/terminology. *Activities adapted to suit individual. *Using working walls and floorbooks to aid learning and remind of previous learning. *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces. *Word bank/mat with pictures to support writing key words or tricky words. *Highlighted letters in yellow for children to trace if needed. *Highlighted lines to support writing on the line. (Using a highlighting pen). *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence. *Varying lengths of hold a sentence and types of words used within the sentence. *Tasks broken down into smaller steps.
Social, Emotional and Mental health *Awareness of individual needs, any potential triggers within the curriculum and the child's background. *Pre prepare children for any activity they could find triggering or difficult in some way. *Hold a sentence to be completed within a smaller group or 1:1 if required. *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations. *Adjustments made where needed to suit individual. *Use now and next board *Sand timers *Movement breaks in between writing	Sensory and Physical *Adult support with any practical activities. *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc. *Pencil grips *Appropriate seating *Writing slope *Using a variety of writing tools *Wobble boards *Enlarged text *Variety of coloured paper to write onto